

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION  
SUBSTANTIVE PROGRAM APPLICATION  
COMMITTEE RECOMMENDATION**

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**SUBSTANTIVE PROGRAM APPLICATION**

Southeast Technical College

Long-Term Certificate in Community Health Worker

**COMMITTEE RECOMMENDATION**

The Committee on Academic Affairs and Institutional Effectiveness met on 11/18/2021 to consider the merits of the substantive program application and, if present, review unresolved concerns regarding program duplication.

After review, the Committee makes the following action recommendation to the Board of Technical Education:

- ☒ Approval
- ☐ Disapproval
- ☐ Deferral
- ☐ Other:

## PROGRAM DESCRIPTION

Institution	Southeast Technical College
Program Identifier Code (If applicable)	N/A
Program Title	Community Health Care Worker
Program Award Level: Check all that apply	<input type="checkbox"/> Short-Term Certificate <input checked="" type="checkbox"/> Long-Term Certificate <input type="checkbox"/> Diploma <input type="checkbox"/> Associate of Applied Science
CIP Code (6 Digit)	51-2201 Public Health, General
Projected Implementation Date	8/22/2022
Location	<input checked="" type="checkbox"/> Main Campus <input checked="" type="checkbox"/> Other: Huron Community Campus

## SUMMARY

Type of Substantive Change	<input checked="" type="checkbox"/> New Program (B.1.1) <input type="checkbox"/> Significant Curriculum Modification (B.1.2) <input type="checkbox"/> Other:
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Describe the change the institution is seeking approval of.

Southeast Technical College (STC) is seeking approval to start a new academic program. The Community Health Care Worker Certificate is a partnership between STC, the South Dakota Department of Health, and the Community Health Worker Collaborative of South Dakota (CHWCSD). In the fall of 2020, STC was approached by the CHWCSD to partner with them and the South Dakota Department of Health to bring this workforce training need forward as a new emerging and growing career field in South Dakota.

A Community Health Worker (CHW) is a frontline public health worker who is a trusted member of and/or has an unusually close understanding of the community served. This trusting relationship enables the worker to serve as a liaison/link/intermediary between health/social services and the community to facilitate access to services and improve the quality and cultural competence of service delivery. The short-term certificate will allow graduates to provide the critical and needed services.

## CRITERION 1: MISSION

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The program aligns with the system's mission and strategic priorities.

1.1. The program aligns with the system's mission of preparing a technically skilled workforce prepared to serve the state of South Dakota and its regions.

*1.2. The program aligns with the system's strategic priorities.*

1.1. Describe how the proposed program aligns with the system's mission.

The mission of STC is to work with industry to train and prepare students to enter high demand career fields. The Community Health Care Worker Certificate program will allow STC to meet this emerging career field and the growing demand for skilled community health technicians in South Dakota. The mission of STC is to work with industry to train and prepare students to enter high demand career fields. The program aligns with STC mission and allows us to meet the growing workforce demand.

The attached proposal for the Community Health Worker program will assist in filling this much-needed workforce in South Dakota and provide our healthcare partners with another resources to meet the critical workforce in health care.

## CRITERION 2: DEMAND

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The program leads to meaningful employment, adequate student enrollment, and/or fulfills needs not being met by existing education and training providers.

- 2.1. The program leads to high-wage occupations that have an average/mean wage greater than the median wage across all occupations.
- 2.2. The program leads to high-demand occupations that have project annual openings (a measure of demand for workers) greater than the average across all occupations or is shown as an economic and/or labor market emerging field for the state of South Dakota and its regions.
- 2.3. The program's student enrollment is adequate to justify program existence.
- 2.4. The program fulfills a demand not being met by existing education and training providers in the region and/or state.

2.1. Describe the wage projections for occupations associated with the proposed program by completing Appendix 2.A.

2.2. Describe the demand projections for occupations associated with the proposed program.

A. Complete Appendix 2.A.

B. If an emerging field for the state of South Dakota, describe the field. Letter(s) of support, detailing demand, should be attached as appendices.

The Community Health Worker position is a new and emerging field within South Dakota. The South Dakota Department of Health (SDDOH) and the Community Health Worker Collaborative of South Dakota (CHWCSD) are sponsoring and asking for a growth in this career field and have received a federal grant to launch this program. The SDDOH has specially asked STC to partner with them in the development of the academic program and to support in the training of individuals. We are including a letter of support from the Community Health Worker Collaborative of South Dakota and from the South Dakota Department of Health Secretary Ms. Kim Malsam-Rysdon to document the need for the emerging career field within South Dakota.

2.3. Describe projected student enrollment for the proposed program by completing Appendix 2.B.

2.4. Describe how the proposed program fulfills a demand not being met by existing education and training providers in the region and/or state.

A. Identify closely related program(s) that currently exist at other public higher education institutions in the system or state. If none, write "None."

Lake Area Technical College offers a diploma and Associate's degree for Community Health Workers. Per the Board of Technical Education's FY22 Enrollment Report, LATC has an enrollment of 21 students during the FY22 school year.

Since this is an emerging career field there are not associated programs within the Board of Regents schools. The program would have some alignment with the following academic programs.

University of South Dakota offers undergraduate programs in Public Health and Social Work.

Northern State University offers undergraduate programs in Pre-Social Work and Sociology.

Black Hills State University offers undergraduate programs in Social Sciences and Sociology.

- B. If applicable: Describe the ways in which the demand is not currently being met by the aforementioned program(s) and provide justification as to why the program should be approved by addressing the following conditions that warrant duplication ([BP 303.2](#)). Select all that apply.

- ☒ Unmet Demand (C.5.1.1)  
☒ Industry Partnership (C.5.1.2)

- ☐ Increases Student Access (C.5.1.3)  
☐ Other:

- I. For each condition selected above, provide a brief justification.

A Community Health Worker is a new career position offered in South Dakota. The Community Health Worker is a frontline public health worker who is a trusted member of and/or has an unusually close understanding of the community served. This trusting relationship enables the Community Health Worker to serve as a liaison/link/ intermediary between health/social services and the community to facilitate access to services and improve the quality and cultural competence of service delivery. A Community Health Worker also builds individual and community capacity by increasing health knowledge and self-sufficiency through a range of activities such as outreach, community education, informal counseling, social support and advocacy.

Unmet Demand: The Community Health Worker program is a new initiative in South Dakota to increase access to medical services and support to individuals and families. Community Health Workers play a unique and valuable role in our communities especially in rural settings. They are particularly needed for reducing health disparities by reaching underserved populations. To support efforts to build Community Health Workers into a sustainable component of the health care system STC has been asked to bring this academic program forward and provide educational training and development for the emerging career field in South Dakota.

Industry Partnership: STC a part of the South Dakota Department of Health (SDDOH) to meet the demand for the growing field of Community Health Workers. The SDDOH has received a \$35 million grant to significantly expand and hire Community Health Workers throughout South Dakota. STC is a party in that grant and will be receiving funds to cover program development and launch of the program at STC. In addition, the grant will provide tuition assistance and funding for employers to hire and maintain Community Health Workers for multiple years.

### CRITERION 3: DESIGN

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The program's learning assessment strategy, program of study, and delivery methods are designed to provide students with the necessary competencies, as demonstrated through program learning outcomes.

- 3.1. The program is aligned to competencies, as demonstrated through program learning outcomes, that are developed with and continually validated by relevant stakeholders.
- 3.2. The program has a learning assessment strategy to validate student mastery of the program learning outcomes.
- 3.3. The program has an integrated program of study designed to develop and reinforce the program learning outcomes.
- 3.4. The program, when appropriate, includes a work-based learning component that develops and reinforces the program learning outcomes.
- 3.5. The program, when appropriate, offers flexible delivery methods to increase student access.

3.0. Describe the proposed program's alignment with the program award level requirements established in [BP 301.1](#).

A. Does the program align with the requirements?

- ☒ Yes  
☐ No (Requesting Exemption)

B. If no: Provide a detailed rationale for program exemption. Specify which requirement(s) in BP 301.1 are not met; cite specific policy sections (e.g., B.3.4), when appropriate. If external organizations are involved (accreditation, regulatory, licensure, etc.), reference the organization name(s), specific requirements (including citations), and a justification for why the exemption should be approved.

3.1. Describe the program learning outcomes.

A. Provide a list of program learning outcomes for each proposed award level. Learning outcomes should be specific to the program.

Problem Solving and Critical Thinking – Provide culturally appropriate and accessible health education through educational methods.

Technical Skills – Demonstrate direct services including administration of health screening tests and first aid.

Professionalism – Compose individual and community capacity

Communication – Formulate culturally appropriate mediation between communities and the health care system

B. Describe the how the program learning outcomes were developed and validated.

The program learning outcomes were developed and validated based on the Community Health Care Worker Collaborative of South Dakota job description, mission, and vision for the Community Health Care Worker. The program learning outcomes are in alignment with the STC student learning outcomes and provide aligning with the mission and vision of the institution. STC uses a specific process to develop and validate learning outcomes based on the following six principles.

- Learning outcomes should have two parts: an action verb and a content area. Utilize the action verb to specify the desired student performance followed by a specific description of the course-specific content target.



- Keep statements short and focused on a single outcome. This allows instructors to determine whether or not an objective has been met without having to distinguish between partial completion or complete success.
- To ensure that learning outcomes are effective and measurable, avoid using verbs that are vague or cannot be objectively assessed. Use active verbs that describe what a student will be able to do once learning has occurred.
- Learning outcomes should be SMART (specific, measurable, acceptable to the instructor, realistic to achieve, and time-bound with a deadline).
- Include complex or higher-order learning outcomes when they are appropriate. Most instructors expect students to go beyond memorization of facts and terminology; learning outcomes should reflect instructors' expectations for student performance.
- Utilize learning outcomes as a basis for course preparation. Learning outcomes should match instructional strategies and assessment requirements. To ensure the connection between various course activities, it is useful to construct a table highlighting the relationship.

### 3.2. Describe the program's learning assessment strategy.

- A. Describe how students will demonstrate mastery of the program learning outcomes. Description should be specific to the program's learning assessment plan vs. the institutional assessment plan.

The Academic Leadership Team oversees Program Learning Outcomes (PLO) Assessment at STC. It is coordinated and facilitated by the Dean of Curriculum and Instruction and Institutional Effectiveness. STC utilizes Watermark's Planning & Self-Study software which allows the college to plan, assess, report, review and improve the program and institutional common learning outcomes. With the Watermark software, all faculty and administrators have immediate access to review and manage each academic program's assessment outcomes year over year. The software allows everyone to gather actionable insights from a variety of reports to make decisions on how students are learning and aides in making decisions on program changes.

Academic programs align all program learning outcomes with the Institutional Common Learning Outcomes (ICLO). The ICLO Plan focuses on tracking students' abilities related to Problem Solving/Critical Thinking, Technical Skills, Professionalism, and Communication. Faculty are supported by Celebrating Learning Team coaches. The Celebrate Learning team is a faculty led committee charged with reviewing each program's PLO plan and providing feedback to each academic program. The PLO Plans articulate the desired learning outcomes to be achieved by the graduates of a program. In addition, required coursework in the program maps to the PLOs. A curriculum map is a chart that illustrates the connections between Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). The Curriculum Map also indicates to what extent a learning outcome is taught (introduced, reinforced, mastered). The maps assist in identifying redundancies and gaps in the curriculum.

Outcomes 	Courses 					
Digital Media Production Technology (AAS) Learning Out...	COMM ...	DMP 120	DMP 150	DMP 220	DMP 231	DMI
<b>Professionalism PLO1</b> Model workplace expectations for Digital Media Professionals.	<b>A</b>	+	+	<b>A</b>	+	
<b>Professionalism PLO2</b> Appraise the strengths &; weaknesses of one's/peers' completed work.	+	+	+	<b>A</b>	+	
<b>Technical Skills PLO1</b> Apply appropriate industry software & techniques to meet	+	+	+	+	+	
<b>Key:</b> ✓ Aligned <b>I</b> Introduce <b>R</b> Reinforce <b>M</b> Master <b>A</b> Assessment Activity						

B. Is the program preparation for a professional licensure and/or certification examination?

- ☐ Yes (Detail in Appendix 4: Section 3)  
☒ No

3.3. Describe the program of study by completing Appendix 3.

3.4. Describe the program's work-based learning component.

A. Does the program have a work-based learning component? If so, select all that apply.

- ☐ None                      ☐ Clinical  
☐ Apprenticeship        ☐ Capstone  
☒ Internship or Externship   ☐ Other:

B. If none, describe why.

3.5. Describe the program's delivery methods.

A. Select the program's primary delivery method(s)<sup>1</sup>. Select all that apply.

- ☒ On Campus                      ☐ Apprenticeship  
☒ Online                            ☐ Other:  
☒ Blended

B. Describe how flexible delivery methods are being leveraged to increase student access.

<sup>1</sup> **In Person:** 100 percent of courses are available in-person. **Online:** 100 percent of courses are available via distance learning. Delivery is only via the Internet. **Blended:** Delivery includes a required combination of both in-person and online courses. If a student has the option to take courses online, but is not required to do so, the program is not necessarily considered blended.



The courses and curriculum are primarily based on theory.

- They will promote health within a community by assisting individuals to adopt healthy behaviors.
- Serve as an advocate for the health needs of individuals by assisting community residents in effectively communicating with healthcare providers or social service agencies.
- Act as liaison or advocate and implement programs that promote, maintain, and improve individual and overall community health.
- May deliver health-related preventive services such as blood pressure, glaucoma, and hearing screenings.
- May collect data to help identify community health needs.

#### CRITERION 4: ALIGNMENT

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The program is vertically aligned to an education and training pathway.

- 4.1. The program is vertically aligned to an education and training pathway, reflecting efficient articulation of:
  - 4.1.1. Non-degree credential/industry certification
  - 4.1.2. Certificate to diploma
  - 4.1.3. Diploma to associate of applied science
  - 4.1.4. Associate of applied science to baccalaureate

4.1. Describe the alignment of the proposed program along an education and training pathway.

A. Complete Appendix 4.

B. Describe the projected alignment between the proposed program and existing academic programs within the technical college system.

The Community Health Care Worker program does not currently have any alignment with existing programs. STC is working with Avera Behavioral Health and the SD DOH to look at pathways between the Community Health Worker Certificate and the Associate's Degree in Behavioral and Mental Health.

The Community Health Care Worker certificate aligns with various health care programs at Southeast Technical College to meet the industry needs of our region and enhance versatility in employment for graduates. The Community Health Care Worker certificate is valuable in alignment with various programs including the Dental Assisting diploma, Medical Assisting diploma, the Medical Coding and Billing diploma and AAS program, the Early Childhood specialist AAS program, the Paramedic Science AAS program, and the Law Enforcement Science AAS program.

C. As applicable: Insert any additional comments here.

## CRITERION 5: CAPACITY

The institution demonstrates the internal and external resources necessary to develop, implement, and sustain the program.

- 5.1. The institution demonstrates the financial resources necessary to develop, implement, and sustain the program.
- 5.2. The institution demonstrates appropriately certified and qualified faculty are in place with expertise in content, pedagogy, and related industry to develop and validate the program learning outcomes.
- 5.3. The institution's physical facilities (e.g., classrooms, laboratories) reflect current industry and/or occupational standards necessary to develop and validate the program learning outcomes.
- 5.4. The institution's equipment and technology resources reflect current industry and/or occupational standards necessary to develop and validate the program learning outcomes.
- 5.5. The institution demonstrates the ability of the program to meet institutional and programmatic accreditation standards, as applicable.

5.1. Describe the institution's financial capacity to develop, implement, and sustain the proposed program.

A. Complete Appendix 5.

B. Describe the proposed program's anticipated local fee structure. Description of fee structure should be specific to the program.

The Community Health Worker certificate fee structure will be in alignment with STC's current fee structure. There will not be any additional fees associated with implementing or maintaining the academic certificate. Current total tuition is set at \$255.00 per credit. The tuition breakdown includes state tuition of \$124 per credit, State R&M fee of \$6 per credit, State facility fee of \$36 per credit, and local fees totaling \$89 per credit (local institutional fee, student government fee, and local R&M fee). There are no additional fees associated with this program such as program fees associated with this program or delivery of program.

While this is a high demand career field there is not any special equipment or facilities needs to deliver the academic program. All courses are theory-based courses and existing lecture classroom space will be utilized to deliver the curriculum. The program will also be offered in a hybrid and online format to meet the needs of students who may live in a rural area of South Dakota or because of work and family are looking for an alternative delivery method.

C. What is the proposed program weight factor (funding formula)?

- ☒ Standard Cost (1)
- ☐ High Cost (3)
- ☐ High Cost, Low Density (5)

I. Provide rationale related to the selection of proposed program weight factor.

The proposed program aligns with the state-level guidance for the standard-cost program weight factor. The proposed program does not require extensive overhead in faculty, expansion or renovation of physical facilities, or equipment and technology resources. Further, the program could enroll a large group of students if the demand were present.

D. Describe the contingency plans in case anticipated enrollments, income, or resources do not materialize.

While this is a high demand career field there is not any special equipment or facilities needs to deliver the academic program. All courses are theory-based courses and existing lecture classroom space will be utilized to deliver the curriculum. The program will also be offered in a hybrid and online format to meet the needs of students who may live in a rural area of South Dakota or because of work and family are looking for an alternative delivery method.

Since this is a theory-based program and no new specialized equipment or facilities are needed there is no capital outlay need to launch the program.

Should the program enrollment or income not materialize the program can be terminated with no significant financial loss to STC.

5.2. Describe how the institution will ensure the appropriate certified and qualified faculty are in place with the expertise in content, pedagogy, and the related industry to develop and validate the program learning outcomes.

A. Describe the necessary qualifications of faculty who will be involved in the program.

STC strictly follows the Higher Learning Commission's on highly qualified faculty. Faculty will be required to hold a Master's degree in Social Work, Sociology, or Psychology or a related academic discipline or a Master's degree plus 18 graduate hours in the field of Social Work, Sociology, or Psychology. All General Education faculty must hold a Master's degree in field.

In addition, STC is working with USD and Northern to provide academic degree pathways for degree completion options. Both require that STC is hiring faculty who hold a master's degree in field or a master's degree plus 18 graduate hours in field as defined as highly qualified by HLC.

STC has a robust faculty training and development program. All adjuncts hired are required to complete a series of five professional development and training program. The five courses provide training and guidance on use of the LMS, educational pedagogy, assessment at the program and course level, student engagement, classroom management, and use of instructional technology.

All full-time faculty are enrolled in a two-year mentor-based training and development program. The new faculty start their training and development with an intensive two-week training during course. After they are assigned with another full-time faculty mentor who they meet with monthly. The training and development continue throughout the academic year with additional classroom-based training and development.

B. Does the instructorship(s) currently exist in the roster of Instructor Salary Support market value determinations?

- ☐ Yes  
☒ No

I. If no: Describe the SOC(s) codes and titles that will need to be added.

21-1094 Community Health Workers

5.3. Describe the existing and/or new physical facilities that will be utilized or needed to reflect current industry and/or occupational standards. Outline short- and long-term investments in physical facilities.

Current facilities at STC will be utilized to deliver the curriculum with students having the option to complete the entire program online. No new facilities will need be constructed and there will be no need for any type of facility renovations to deliver the curriculum.

5.4. Describe the existing and/or new equipment and technology resources that will be utilized or needed to reflect current industry and/or occupational standards. Outline short- and long-term investments in equipment and technology resources.

There will not be any specialized equipment or technology that will be needed to deliver the curriculum. The current LMS will be utilized to assist in the delivery of this theory-based curriculum both on campus and online.

5.5. Describe the institution's and proposed program's ability to meet institutional and programmatic accreditation standards, as applicable.

A. Specify Higher Learning Commission (HLC) requirements.

- ☒ Notification Only
- ☐ Approval Required
- ☐ None
- ☐ Other:

B. Is there an accrediting or professional organization that has established standards for the program?

- ☐ Yes
- ☒ No

C. If yes: Describe the ability of the proposed program to meet professional accreditation standards. If the program does not or cannot meet those standards, describe the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation. Provide the date by which the program would be expected to be fully accredited.

If the institution does not plan to seek specialized accreditation, provide a rationale for not seeking.

At present there is not specialized accreditation available for this degree program.

## **APPENDICES**

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- 2.A. Labor Market Information
- 2.B. Student Demand Projections
- 3. Program of Study
- 4. Alignment Projection
- 5. Financial Projections
- Letters of Support
  - o South Dakota Department of Health
  - o Community Health Worker Collaborative of South Dakota

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**  
**Appendix 2.A: Labor Market Information**

Southeast Technical College  
Community Health Worker Certificate

SOUTH DAKOTA								
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2018 EMPLOYMENT	2028 EMPLOYMENT	NUMERIC CHANGE: 2018-2028	PERCENT CHANGE: 2018-2028	MEDIAN: ANNUAL WAGE (2020)	AVERAGE: ANNUAL WAGE (2020)
00-0000	Total, All Occupations	62,664	491,588	526,251	34,663	7.1	\$ 36,823.00	\$ 44,961.00
21-1091	Health Educator	N/A	183	196	13	7.1	\$ 50,455.00	N/A
21-194	Community Health Worker	N/A	N/A	N/A	N/A	N/A	\$ 40,719.00	N/A

NATIONAL								
SOC* CODE	SOC* TITLE	AVERAGE ANNUAL OPENINGS	2019 EMPLOYMENT	2029 EMPLOYMENT	NUMERIC CHANGE: 2019-2029	PERCENT CHANGE: 2019-2029	MEDIAN: ANNUAL WAGE (2020)	AVERAGE: ANNUAL WAGE (2020)
21-1091	Health Educator	N/A	4,500	9,500	5,000	15.50%	\$ 51,450.00	\$ 47,500.00
21-194	Community Health Worker	N/A	2,100	12,500	10,400	25.10%	\$ 46,520.00	\$ 41,650.00

**SOURCE:** South Dakota Department of Labor and Regulation, Labor Market Information Center (LMIC) (<https://dlr.sd.gov/lmic/>)  
**DATE:** 8/31/21

**NOTES:** The Community Health Worker career is a new and emerging career field. The position is responsible for being the liaison between a patient and a health care provider. The position was started just a few years back and the South Dakota Department of Health has received a federal grant to start a Community Health Care Worker program in South Dakota. There is limited to no data regarding this position.

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 2.B: Student Demand Projections**

Southeast Technical College  
Community Health Worker Certificate

	YEAR 1	YEAR 2	YEAR 3
<b>Student Full-Time Equivalent (FTE)</b>	<b>15</b>	<b>30</b>	<b>30</b>
Headcount: Full-Time	15	30	30
Headcount: Part-Time			
<b>Headcount: Total</b>	<b>15</b>	<b>30</b>	<b>30</b>
<b>Total Program or Site Capacity</b>	<b>30</b>	<b>30</b>	<b>30</b>



**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**  
**Appendix 3: Program of Study**

Southeast Technical College  
Community Health Worker Certificate

<b>MONTHS:</b>	1
<b>SEMESTERS:</b>	1
<b>TOTAL CREDITS:</b>	16

<b>PREFIX AND NUMBER</b>	<b>TITLE</b>	<b>CREDITS</b>	<b>DESCRIPTION</b>	<b>EXISTING COURSE</b>
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**I. GENERAL EDUCATION CORE**

ENGL101	Composition	3	English Composition will help develop proficiency in writing concise, coherent essays, and in using correct English. Several modes of discourse will be explored and good grammar skills are emphasized. This course will improve the student's critical thinking skills as it provides students with practice in all stages of the writing process: planning, supporting, rewriting, analyzing, proofreading, and editing. This course will also require critical reading and writing.	Y
<b>SUBTOTAL OF GENERAL EDUCATION CREDITS:</b>		<b>3</b>	<b>TOTAL NEW COURSES:</b>	<b>0</b>

**II. PROGRAM CORE**

CHCW 100	Community Health Workers Role	2	Delivers an understanding of the CHW role through the professional competencies and skills needed to engage with state organizations, communities, and individuals. Includes information on networking and referrals and how the work bridges the gap between community health and the health care system. Payment systems and insurance reimbursement is also discussed.	N
CHCW 110	Health Promotion and Coaching	3	Addresses adult learning styles by delivering training techniques (interactive and traditional) to use in health education. Builds an understanding of behavior change models, the levels of health literacy, and communication principles to reach cultural competence within different populations.	N
CHCW 120	First Aid Basic for Care in the Community	2	Instills a basic understanding of pathophysiology and training in basic first aid, breathing emergencies, and physical injuries within different settings, including hazardous materials.	N
CHCW 130	Advocacy, Medical Law, and Ethical Considerations	2	Examines how advocacy for a CHW can increase community and organizational understanding of the profession. Instruction on medical policies, ethical confidentiality, and privacy considerations inherent to the position are included.	N
CHCW 140	Care Coordination and System Navigation	2	Provides a full view of the guidelines for documentation of CHW activities to highlight program outcomes and goals. Project management techniques to improve health navigation through the different public systems are discussed.	N
CHCW 150	Internship in Community	2	Develops an opportunity to showcase the newfound understanding and skills in the student's community.	N
<b>SUBTOTAL OF PROGRAM CREDITS:</b>		<b>13</b>	<b>TOTAL NEW COURSES:</b>	<b>6</b>

**SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

**Appendix 4: Alignment Projection**

Southeast Technical College  
Community Health Worker Certificate

**TOTAL CREDITS IN PROPOSED PROGRAM:**

16

<b>I. STACKABLE OPPORTUNITIES</b>							
PROGRAM NAME							
Dental Assisting		Short-term Certificate	x	Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
	x	Diploma					
		AAS				42	3
Law Enforcement		Short-term Certificate	x	Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
		Diploma					
	x	AAS				74	3
Paramedic Science		Short-term Certificate	x	Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
		Diploma					
	x	AAS				64	6
Behavioral and Mental Health Technician		Short-term Certificate	x	Existing	If Forthcoming: Projected Timeline	Total Credits in Stackable Program	How many PROPOSED PROGRAM credits are in this stackable program opportunity?
		Long-term Certificate		Forthcoming			
		Diploma					
	x	AAS				62	12

<b>II. ARTICULATION AGREEMENTS (BACCALAUREATE)</b>							
PROGRAM NAME	COLLEGE OR UNIVERSITY						
BS in Social Services	NSU		x	Existing	If Forthcoming: Projected Timeline	Total Credits in Bachelor's Degree	How many PROPOSED PROGRAM credits are projected to be accepted in the articulation agreement?
				Forthcoming			
					Fall 2022	120	16
BS in Health and Human Services	NSU		x	Existing	If Forthcoming: Projected Timeline	Total Credits in Bachelor's Degree	How many PROPOSED PROGRAM credits are projected to be accepted in the articulation agreement?
				Forthcoming			
					Fall 2022	120	16

<b>III. LICENSURE AND CERTIFICATION OPPORTUNITIES</b>		
<i>The PROPOSED PROGRAM will qualify students to pursue the following licensure and/or certification opportunities:</i>		
LICENSURE/CERTIFICATION	OVERSIGHT ORGANIZATION	Will the licensure/certification require reporting per SDCL 13-1-61?
N/A		

# **SOUTH DAKOTA BOARD OF TECHNICAL EDUCATION**

## **Appendix 5: Financial Projections**

Southeast Technical College  
Community Health Worker Certificate

	YEAR 1	YEAR 2	YEAR 3
<b>Student FTE</b>	<b>15</b>	<b>30</b>	<b>30</b>

### **I. PROJECTED EXPENDITURES**

<b>A. ONE-TIME</b>			
New/Renovated Facilities	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -
<b>Sub-Total: One-time</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

<b>B. RECURRING</b>			
<b>B.1. PERSONNEL</b>			
FTE (Faculty and Staff)	1	1	1
Salary & Benefits	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00
<b>B.2. OPERATING</b>			
Rental / Lease	\$ -	\$ -	\$ -
Contractual Services	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -
Supplies	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -
Other: Faculty Training and Development	\$ 5,000.00	\$ 5,000.00	\$ 2,500.00
<b>Sub-Total: Operating</b>	<b>\$ 5,000.00</b>	<b>\$ 5,000.00</b>	<b>\$ 2,500.00</b>
<b>Total: Recurring</b>	<b>\$ 29,000.00</b>	<b>\$ 29,000.00</b>	<b>\$ 26,500.00</b>

<b>TOTAL EXPENDITURES (A + B)</b>	<b>\$ 29,000.00</b>	<b>\$ 29,000.00</b>	<b>\$ 26,500.00</b>
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### **II. PROJECTED REVENUE**

Tuition	\$ 55,800.00	\$ 111,600.00	\$ 111,600.00
State Fees	\$ 18,900.00	\$ 37,800.00	\$ 37,800.00
Local Fees	\$ 40,050.00	\$ 40,050.00	\$ 40,050.00
Location-Based Fees	\$ -	\$ -	\$ -
State Sources	\$ -	\$ 56,563.65	\$ 113,127.30
Federal Sources	\$ -	\$ -	\$ -
Private Grants or Gifts	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -

<b>TOTAL REVENUE</b>	<b>\$ 114,750.00</b>	<b>\$ 246,013.65</b>	<b>\$ 302,577.30</b>
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<b>REVENUE - EXPENDITURES</b>	<b>\$ 85,750.00</b>	<b>\$ 217,013.65</b>	<b>\$ 276,077.30</b>
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*\*Projections are held constant based on current fiscal year. Inflation or rate changes are not factored.*

**Notes:**

January 4, 2021

Nick Wendell, Executive Director  
South Dakota Board of Technical Education  
South Dakota Board of Education  
800 Governors Drive  
Pierre, SD 57501

Dear Mr. Wendell:

On behalf of the South Dakota Department of Health (DOH), I am writing in support of the Community Health Worker (CHW) Training Certificate being proposed by Southeast Technical College.

The DOH has a cooperative agreement with the Centers for Disease Control and Prevention to improve the health of Americans through prevention and management of diabetes, heart disease, and stroke. One of the main activities within this agreement is to develop a statewide infrastructure and to promote long-term sustainability/reimbursement for CHWs as a means to promote health and prevent chronic disease. Supporting the addition of a CHW Training Program at Southeast Technical College will assist in meeting the cooperative agreement performance measure to increase the number of academic and other institutions offering CHW Core Competency training. As the CHW profession and workforce continues to advance, both nationally and in South Dakota, it is imperative that additional training programs are established to train additional CHWs to meet the needs of the communities served. The department will support Southeast Technical College by serving on their leadership board contributing to the growth of CHW statewide infrastructure and sustainability for South Dakota CHW workforce.

I urge your favorable consideration of Southeast Technical College's proposal.

Sincerely,



Kim Malsam-Rysdon  
Secretary of Health

**Community Health Worker  
Collaborative of South Dakota**  
PO Box 169, Vermillion, SD 57069  
info@chwsd.org  
605-937-9730



**Mission: To promote, support, and sustain the Community Health Worker (CHW) profession in South Dakota.**

January 8, 2021

Nick Wendell, Executive Director  
South Dakota Board of Technical Education  
South Dakota Board of Education  
800 Governors Drive  
Pierre, SD 57501

Re: Letter of Support for Community Health Worker Training Certificate Program at Southeast Technical College

Dear Mr. Wendell and the South Dakota Board of Technical Education Members,

The Community Health Worker Collaborative of South Dakota (CHWSD) is strongly in support of the Community Health Worker (CHW) Training Certificate being proposed by Southeast Technical College.

Although a relatively new profession in South Dakota, the CHW profession continues to grow and expand across the United States, with most states having a developed CHW workforce. Additionally, the COVID-19 pandemic has further highlighted the need for developed CHW workforces that can adapt to continuing changes in healthcare delivery – from education, to prevention, to treatment of chronic diseases and other social determinants of health.

The CHWSD's focus of developing a sustainable CHW workforce in South Dakota stems from the 2019 amendment to the South Dakota Medicaid State Plan that allows for CHW services to be reimbursed by SD Medicaid. Further, for CHW services to be reimbursable, the CHW providing the services must complete a training program approved by the South Dakota Department of Social Services, Division of Medical Services (SD DSS, DMS), South Dakota's Medicaid provider. Per the South Dakota Medicaid Billing and Policy Manual, an individual employed as a CHW who has completed a CHW program approved by the South Dakota Board of Technical Education may work for an organization that seeks SD Medicaid reimbursement (<https://dss.sd.gov/docs/medicaid/providers/billingmanuals/Community%20Health%20Worker%20Services.pdf>).

As the CHWSD continues to promote and influence the development of a sustainable CHW workforce in South Dakota, the need for additional training certification programs is needed in South Dakota. Southeast's CHW Training Certificate Program will provide a local training opportunity for the Sioux Falls Area, and for individuals across the State through online learning opportunities.

The CHW workforce is only limited in growth by the number of individuals who successfully complete an approved training certificate program. Southeast's offering of a CHW Training Certificate Program will help to train more CHWs in South Dakota to advance and develop the workforce.

If you should have any further questions regarding the CHWSD's support for this program, please do not hesitate to reach out via email, [ben@chwsd.org](mailto:ben@chwsd.org) or by phone at 605-937-9730.

In health and support,

Ben Tiensvold  
Community Outreach Coordinator  
Community Health Worker Collaborative of South Dakota